



2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 31, 2019

NOGA.ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

April 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Promesa Academy, Inc. CDN 015839 Vendor ID Not yet assigned ESC 20 DUNS 116911844

Address 6715 Hope Farm City San Antonio ZIP 78249 Phone 210-440-8181

Primary Contact Ambika Dani Email adani@promesaacademy.org Phone 210-440-8181

Secondary Contact Sally Robertson Email srobertson@promesaacademy.org Phone 210-467-8942

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances

- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ NCLB Provisions and Assurances requirements

Authorized Official Name Ambika Dani

Title CEO/Superintendent

Email adani@promesaacademy.org

Phone 210-440-8181

Signature

Ambika Dani

Date 01/28/2019

Grant Writer Name Ambika Dani

Signature

Ambika Dani

Date 01/28/2019

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-19-102 SAS # 419-19

2019-2021 PCSP Start-Up Grant (Subchapters D and E)

701-19-102-001

2019-019285

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
All students in the inner-city Westside of San Antonio need access to high-quality, public education. (In 2018, 12 out of 24 public schools in the 78207 and surrounding zip codes were Improvement Required schools.)	Our model and instructional program are grounded in research and learnings from other urban, high-poverty, public schools. Through our unique approach of departmentalizing starting in Kindergarten and our research-backed curriculum, we believe that we can deliver an academically rigorous and engaging learning environment to our students, placing them on the path to college.
Students need access to higher quality literacy instruction to meet grade-level reading standards. (In 2018, on average, 40% of 3rd graders in our community did not meet grade-level standards.)	We will purchase Fountas and Pinnell's (FnP) literacy program, providing our students with a strong balanced literacy program. Our ELA teachers will have dedicated literacy PD opportunities. We will also collect reading data through the NWEA MAP and FnP assessment to individualize our literacy instruction.
Elementary school teachers need the time, resources, and support to teach their content areas at a high level.	We intend on using the four months before we open to onboard our founding team, work them to develop instructional resources and curriculum, and provide them with the professional development necessary for a strong start. We also plan on using grant funds to provide our staff with PD throughout the year.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Our SMART goals are aligned with the need to ensure that students are reading at or above grade level. Given that the grant does not extend to June 2021, we have set SMART Goals for the end of our first academic year.

1. In Spring 2020, 75% of students who are assessed in both the Fall of 2019 and Spring of 2020 will have achieved a minimum of 5 percentiles of growth on the NWEA MAP reading assessment.
2. In Spring 2020, 75% of students who are assessed will be reading on or above grade level as determined by the Fountas and Pinnell benchmark reading assessment.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

First Quarter: April 1, 2019 – June 30, 2019

1. All founding staff positions are filled with highly qualified individuals.
2. Founding teachers have completed at least five hours of onboarding or professional development.
3. Highly-effective, research-backed curriculum has been purchased for Kindergarten and 1st grade core subjects.
4. The founding leadership team has attended Fountas and Pinnell and NWEA MAP training.
5. Home visits are completed for 50% of our founding families and benchmark literacy assessment data is collected for 50% of our founding students.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Second Quarter: July 1, 2019 – September 30, 2019

1. Founding staff has completed two weeks of summer professional development.
2. Scopes and sequences, vertical alignment documents, and the first units have been created for all content areas.
3. 100% of our founding families have met with the school's administrative team.
4. All ELA teachers have been trained in the NWEA MAP reading and the Fountas and Pinnell benchmark assessment.
5. 100% of our founding students have received both a NWEA MAP and Fountas and Pinnell benchmark assessment.
6. Data from assessments for 100% of our students has been analyzed and individualized learning plans are developed.
7. Students not meeting standards are continuing to receive academic intervention and support.

Third-Quarter Benchmark

Third Quarter: October 1, 2019 – December 31, 2019

1. A second Fountas and Pinnell benchmark assessment is conducted for 100% of our students.
2. At least 75% of students show growth on the Fountas and Pinnell benchmark assessment.
3. At least 50% of students meet standard on the Fountas and Pinnell benchmark assessment
4. At least 75% of our founding families have attended at least one workshop, training, or event on campus.
5. Students not meeting standards are continuing to receive academic intervention and support.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Promesa Academy is committed to ensuring the successful implementation of our program and will use data on a weekly, monthly, and quarterly basis to evaluate and modify our program as necessary. The following data points will be collected to evaluate our progress towards our benchmarks and summative SMART goals:

- 1) Qualitative data from daily classroom observations, coaching sessions, and one-on-one meetings with teachers;
- 2) Fall, winter, and spring NWEA MAP scores, Fountas and Pinnell reading levels, and internal assessment data; and
- 3) Trackers for frequency and effectiveness of student interventions, number of contact points with each founding family, and family attendance at events, trainings, or workshops.

Our leadership team will meet weekly with teachers and staff to review instructional data. Benchmark assessment data and internal assessment data will be compiled into data trackers that we will review to help identify key standards and skills on which individual students or classes require further intervention. On a monthly and quarterly basis, this data will be analyzed to determine whether students are making growth according to our internally set benchmarks, and students that are not making sufficient growth will receive additional targeted interventions. We will also seek to identify areas of instruction in which our teachers may need additional support and will work to provide training in those areas.

Our administrative team will meet monthly to review parent involvement data to determine whether we have had enough touch points with each founding family. By analyzing the number of contact points with each family, we will be able to identify which families we may need to call or conduct a home visit with to ensure that we can engage all our families and provide them with the support and resources they may need.

On a monthly basis, the CEO/Superintendent will meet with the board and community to communicate major updates and modify any project activities based on guidance from the board. On a quarterly basis, we will review all data points against our benchmarks and identify any areas in which we may not have met our benchmarks. We will then use the data to understand why we have not met a benchmark and will modify our program accordingly to ensure that we are on track to meeting the subsequent benchmark.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
 If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 6. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) funds.
- ☒ 7. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 8. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 9. The applicant certifies acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
- ☒ 10. The applicant provides assurance that the 1) charter approved by the commissioner of education or the 2) existing charter as approved by the applicable state authorizer and the Application for New School Designation is incorporated by reference into this grant application and addresses statutory requirements in compliance with P.L. 107-110, Title V, Part B, Subpart 1, NCLB.
- ☒ 11. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Promesa Academy Charter School is a charter school operated by Promesa Academy, Inc. and was authorized by the Texas Education Agency as a Generation 23 Subchapter D, Section 12.101 Open-Enrollment School in accordance with State Board of Education rules and policies. As such, Promesa Academy Charter School is a Local Education Agency (LEA).

The Board of Directors of Promesa Academy Charter School is responsible for governing the charter school by providing oversight while delegating day-to-day management of the school to the CEO. The Board will ensure that Promesa Academy Charter School successfully executes on its mission, is fiscally responsible, complies with all applicable local, state, and federal laws, and adheres to our charter agreement with the Texas Education Agency.

To successfully oversee the operations, finances, academics, and compliance of Promesa Academy Charter School, the board will set policies and procedures that encourage academic excellence, student achievement, sound financial health, and a caring, positive learning environment. The Board will participate in training and development programs to remain compliant with Texas Education law, and also to ensure that the board stays updated with all legislative changes that may impact the school.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) has expired.

The Board of Promesa Academy Charter School has developed a conservative budget which ensures that once the Public Charter School Program Start-Up Grant has expired, we can provide for continued operations of the school through our per-pupil allotment from the State of Texas.

In the 2019-2020 school year, this will be based on 176 students in Kindergarten and 1st grade and in the 2020-2021 school year, this will be based on 264 students in Kindergarten through 2nd grade. Promesa Academy Charter School will continue to add a single grade level each year until we reach our full enrollment of 528 students in Kindergarten through 5th grade.

Additionally, we will continue to raise funds from private sources, including individual donors, annual fundraising events, grants from local and national foundations, and other state and federal sources.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Not applicable. Promesa Academy Charter School has not requested any waivers.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Promesa Academy is cognizant that the purpose of the federal Public Charter School Start-up Grant program is to provide financial assistance for the planning, program design, and initial implementation of charter schools and to expand the number of high-quality schools available to students. All CSP funds will be used specifically for this purpose and in alignment with our needs assessment and SMART goals. If awarded, the grant funds will be used to:

1. Support the recruitment and professional development of highly qualified teachers.

Our mission is to ensure that our students have access to an academically rigorous and engaging environment and to deliver on this mission we know that we need to hire highly qualified teachers with strong pedagogical content knowledge. We have allocated funds from payroll and contracted services to allow us to access resources that will help us recruit teachers, to onboard founding teachers early with stipends as we prepare for the start-up year, and to provide targeted professional development to our founding team based on the curriculum chosen and their individual needs. Our founding team will play a crucial role in laying the academic foundation for the school and we want to ensure that we support them in doing so.

2. Support curriculum development and ensure access to quality instructional materials.

Through extensive research, we have identified curriculum and instructional materials in our core content areas that are aligned to the TEKS and that promote student-inquiry and engagement. We have allocated funds from supplies and materials to allow us to purchase this curriculum in our planning period, giving our leadership team and founding teachers enough time to familiarize themselves with the curriculum and to begin to develop scopes and sequences, units, and lesson plans aligned to it.

3. Support the development of operational systems to ensure a strong start.

To allow our teachers the time to focus on teaching, we need to ensure that we have strong operational systems from day one. We have allocated funds from our professional and contracted services and supplies and materials budgets for financial, IT, and data-related systems support for our administrative team.

4. Support the purchasing of technology, furniture, and other non-consumable supplies.

Our educational model requires that our students have access to technology and well-equipped classrooms. We intend on using literacy and math software on Chromebooks and iPads as one method for targeted, individualized instruction. Our teachers will use technology to closely monitor and capture and student work as we track student progress towards benchmarks. We have also allocated funds towards the purchase of furniture and other non-consumable supplies such as book bins and bags that will allow us to set up physical learning environments that best support our students.

5. Support raising awareness of Promesa Academy in the community.

We have allocated funds from professional and contracted services and supplies and materials towards student recruitment and marketing for Promesa Academy. As we work to open in August 2019, we want to continue to raise awareness in the community. This will ensure that we meet our initial student enrollment goals and that we continue to establish strong community partnerships that will help us better serve our families and students.

Promesa Academy's leadership team and finance committee of the board will work together to identify additional funding sources (e.g. Title I, IDEA, National School and Lunch Program) and ensure that we are appropriately coordinating funding from federal, state, and local resources in compliance with the law. All CSP funds will only be used to supplement other sources of funding.

Statutory Requirements

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Promesa Academy will support the needs of every student to uphold our mission that all students be provided with a rigorous and engaging curriculum that puts them on a path to graduate from college. We are committed to the success of every student and will provide the individualized supports required to ensure all students with disabilities receive a Free and Appropriate Education (FAPE). We will comply fully with TAC §19.89, TEC Chapter 29, Subchapter A, and all other applicable state and federal law including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 (ADA). We will use an inclusive, heterogeneous model to ensure that the special education services identified on a student's individualized education plan (IEP) are provided to those students in the least restrictive environment (LRE).

Promesa Academy will have a Student Support Coordinator, who is also a Texas certified special education teacher, at every campus. This individual will have experience in special education instruction, law, diagnostic assessments, IEP and ARD management, and parent communication. The Student Support Coordinator will work with the CEO/Superintendent to ensure that all children with disabilities who need special education services are identified and evaluated in compliance with IDEA 34 CFR §§300.111 and 300.201. We recognize the importance of identifying children with special needs without undue delay and will do so in compliance with state and federal law.

Based on the IDEA child find requirements that permit referrals from any source, including preschools, community-based programs, or daycares, that suspects a child is eligible for special education services, Promesa Academy anticipates that some Kindergarteners may already have special education services identified. We will immediately implement any services in a child's IEP until an ARD committee meets to reevaluate the IEP. To successfully identify all students who require special education services and who do not have an IEP, all teachers will be trained in the identification of students with special needs. Students may be referred for an evaluation by teachers, administrators, or parents at any point.

To ensure that all students are quickly identified when they are struggling and that they receive the required supports, we will implement a multi-tiered instructional framework, referred to as Response to Intervention (RtI). Although RtI involves three tiers of interventions, a parent can request an evaluation or an administrator/teacher can request a referral for evaluation at any point during the RtI process. The purpose of the RtI process is not to delay child find obligations, but to ensure that students are receiving the supports they need to succeed without being mistakenly identified as needing an IEP.

If a parent requests an evaluation for his/her child, we will provide the family with prior written notice of our proposal to conduct an evaluation and a copy of the Notice of Procedural Safeguards (in their home language), and ask the family to provide written consent for the evaluation. This will take place no later than the 15th day after we receive the request. If we make a referral for an evaluation, we will contact the student's parents to obtain written consent in order to conduct the evaluation. Once written consent from the parent is received, we will conduct the initial evaluation as soon as possible and no later than 45 days from the day we receive consent.

After the evaluation is completed, an Admission, Review, and Dismissal (ARD) committee will be formed to determine eligibility for special education services based on provisions in IDEA, the TEC, and the TAC. If a student does qualify for special education services, an Individualized Education Plan (IEP) will be created and implemented within the least restrictive environment. Every IEP will contain the student's current academic and functional performance levels, a description of all special education services that will be provided, and information about how the student will participate in all required assessments. The IEP will also contain measurable annual goals and how the student's progress towards these goals will be measured. Our Student Support Coordinator along with our special education teachers will ensure that all general teachers are supported in ensuring the IEP is implemented with fidelity.

To the greatest extent possible, instruction for students with special needs will be implemented in an inclusive, heterogeneous educational model that maximizes the academic potential of all students. This instructional model comes from other high-performing urban schools that serve students with similar special needs. We will continue to frequently evaluate and monitor the progress of students with special needs to determine whether our program is effective in meeting the needs of every student. We will communicate student progress with our families to ensure we can partner with them to support their children to the greatest extent possible.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment	0	88	88	0	0	0	0	0	0	0	0	0	0	0	176
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	18	Total Parents	264	Total Families	141	Total Campuses	1								

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment	0	88	88	88	0	0	0	0	0	0	0	0	0	0	264
Total Staff	25	Total Parents	396	Total Families	211	Total Campuses	1								

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment	0	60	60	0	0	0	0	0	0	0	0	0	0	0	120
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	18	Total Parents	180	Total Families	96	Total Campuses	1								

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Edgewood ISD	Alonso S Perales Elementary	15-905-106
2.	Edgewood ISD	H B Gonzalez Elementary	15-905-117
3.	Jubilee Academies	Jubilee Lake View University Prep	15-822-004
4.	KIPP San Antonio	KIPP Un Mundo Dual Language Academy	15-826-101
5.	San Antonio ISD	Briscoe Elementary	15-907-112
6.	San Antonio ISD	David Crockett Elementary	15-907-118
7.	San Antonio ISD	De Zavala Elementary	15-907-121
8.	San Antonio ISD	Storm Elementary	15-907-169
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$194,253

Total Implementation Activity Costs (Informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$605,747

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$800,000

PAYROLL COSTS (6100)**BUDGET**

Stipend Positions (Student Recruiters, Founding Teacher Planning Stipends)

\$50,000

Contracted Positions (PEIMS Coord., Operations Manager, Director of Curriculum and Instruction, CEO)

\$104,063

Extra-Duty Pay (Summer Professional Development)

\$9,000

Employee Benefits

\$17,690

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development and Curriculum Support

\$27,500

Marketing and Recruitment

\$30,000

Other Services (IT, Legal, Financial, etc.)

\$29,833

SUPPLIES AND MATERIALS (6300)

Curriculum and Instructional Materials

\$133,614

Technology, IT Equipment and Infrastructure, Software Implementation

\$200,350

Furniture and Other Non-Consumable Supplies

\$185,550

OTHER OPERATING COSTS (6400)

Travel to Charter Summer Summit

\$2,400

Other Operating Costs that do not Require Specific Approval

\$10,000

CAPITAL OUTLAY (6600)**TOTAL BUDGET REQUEST** \$800,000